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ABSTRACT

This report recommends three general categories of involvement in the development of educational programs for the aging and aged at Pensacola Junior College (Florida). (1) Pre-retirement Education: courses should include the psychology of aging, family structures, estate planning, federal laws that affect the elderly, employment opportunities, and leisure time activities. Pre-retirement counseling programs should be developed. (2) Continuing Education: a comprehensive campus-based education program for the aged should involve free transportation, convenient locations, and flexible hours; similar courses should be offered at nursing homes, senior citizens centers, and community schools. Enrollment should be increased in vocational education programs which could lead to rewarding second careers or part-time jobs. (3) Para-professional Gerontology Programs: existing nursing courses should place greater emphasis on dealing with older people, special seminars on dealing with the aged should be offered, and an in-service training program should be developed in nursing homes. A two-year associate degree and certificated programs in geriatric care should be established. The report concludes with a discussion of possible federal, state, local, private, and public funding sources. (NHM)

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PENSACOLA JUNIOR COLLEGE
EDUCATIONAL SUPPORT DEVELOPMENT PLAN FOR THE AGING AND AGED

by

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Pensacola Junior College

PREPARED FOR NOVA UNIVERSITY

August 1975

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PENSACOLA JUNIOR COLLEGE EDUCATIONAL SUPPORT DEVELOPMENT PLAN
FOR THE AGING AND AGED

ABSTRACT

The population of the aged over sixty-five is increasing rapidly from its proportion of one out of ten to almost twenty percent by the end of the Century. This minority group, overlooked over the past years, will become a more sizeable and potent political, economic, and social force as wonder medicines, new surgical techniques, more government support and a higher standard of living decrease the mortality rate among the aged. As the average life span of Americans increases past the age of seventy, and as birth rates decline, the proportion of older people will continue to increase significantly.

The educational and related needs of these older people are significant and must be met. Most of the aged are not dried up senile people incapable of further learning. On the contrary, their capabilities to absorb information never ceases, though it may be at a slower rate of speed. A pre-retirement education program would help minimize the problems the aged face by becoming aware early of the physiological, psychological, social, and financial problems they will face as they grow older. The proper use of leisure time, so abundantly available later on in life, must be stressed so that the aged can continue to lead productive and worthwhile lives.

The immediate educational needs of the aged, on the continuum, range from adult basic education to combat illiteracy, to cultural enrichment. On

that same scale, there are also vocational educational requirements for those who desire a second career or part time work.

For those who are incapacitated in hospitals and nursing homes, there is a crying need for paraprofessional personnel to be better trained and educated in the needs and problems of the aged; for those still ambulatory, but limited in mobility due to lack of finances or transportation, social educational services need to be extended into the community.

The responsibility for providing these educational services must be shared by the school boards, community colleges and universities. The community college, however, appears to be the most comprehensive organization capable of offering new and varied viable programs in concert with the school boards and universities. It seems to be emerging as the executive agent, so to speak, for the development and implementation of new community service programs.

The allocation of resources and funding for this new committment, which has already been accepted by many community colleges, may present a problem. There are, however, sufficient federal, state, local government, as well as private sources from which funds may be derived to develop the establishment of new programs for the aged. If funds are not invested to meet the needs of the elderly, the community will find itself expending funds anyway for the care of unproductive unhappy people with many physical and psychological problems.

Pensacola Junior College has a new challenge ahead in meeting the above mentioned needs of a segment of the population which is growing very rapidly in Northwest Florida. The College is certain to recognize its responsibilities as it has done so well in the past twenty-seven years.

PENSACOLA JUNIOR COLLEGE EDUCATIONAL SUPPORT DEVELOPMENT PLAN
FOR THE AGING AND AGED

Chapter 1

Introduction

Pensacola Junior College rightfully considers itself a true community college serving the many needs of the community. The scope and magnitude of its comprehensive transfer, adult basic education and career development courses attest to accomplishment of mission. The only segment of the population whose needs have not been addressed to any real degree is the aging and aged group. Pensacola Junior College, like many other colleges, has not premeditatedly shunned or avoided the fulfillment of the educational needs of these people. Though the problems of the aged have been recognized, their needs have not been placed high on a priority list. Recent support and recognition by the federal government and attendant publicity of problems of the aged have vaulted that group into competitive consideration. The no-growth enrollments many colleges have been experiencing, provides an opportunity to readjust priorities and resources to meet the needs of the expanding elderly population. Even though Pensacola Junior College is still experiencing growth factor of approximately 5-6% per year, Pensacola Junior College should be able to expand into elderly education programs without serious prejudice to existing programs.

This study will address itself to the general problems which face the aging and aged and how Pensacola Junior College can become more involved

in the development of viable educational programs which will encompass most of the educational needs of the aging and aged. The recommended involvement includes pre-retirement, continuing education (adult, cultural enrichment, recreational, and social programs), as well as the training of paraprofessionals who deal with elderly in their daily work. Further recommendations are suggested as to how Pensacola Junior College can serve as a catalyst in community services aging and aged programs.

Background

At the turn of the Century, 3[illegible].1% of the population, represented by 3,000,000 people, were over 65 years of age. By 1970 the total numbers had increased to 20,000,000, 10% of the total American population.[1] In the past decade alone this age group increased by 22% while the population aged 75 or older increased by 37.1%.[2] The increased longevity brought upon by the miracle of drugs, better surgical techniques, lower birth rates and the benefits of a higher standard of living will increase the 65 and over American population to 29,000,000 by the year 2000.[3] If those 60 and over were to be included with those 65 and over, the percentage would increase from 10 to about 15% of the total population. The impact of the aged in Florida is a NOW affair since Florida ranks #1 in the United States with 15.5% of the total population aged 65 or older.[4]

President Truman was the first President to recognize the forthcoming problem of the old age population explosion by convening a Conference on the Aging in 1950. However, Congressional recognition and action did not materialize until the mid-fifties when it provided the legislation and funds for President Eisenhower to convene a White House Conference on the Aging.

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1 United States Department of Health, Education and Welfare, New Facts About Older Americans, D HEW Publication No. (SRS) 73-20006, (Washington, D. C.: Superintendent of Documents, United States Government Printing Office, June 1973), p. 2.

2 1971 White House Conference on Aging - Final Report (Vol. I), (Washington, D. C.: Health, Education and Welfare, 1971), p. 132.

3 New Facts About Older Americans, Op Cit, p. 2.

4 Ibid, p. 3.

That Conference's recommendations were the basis for the Medicare, Medicaid, and Social Security benefits legislated in the 1960's and resulted in the passage of the Older American Act of 1965. In 1968, the passage of Public Law 90-526 set the stage for the Second Conference for the Aging which was to be held in 1971. The long-range effects of that Conference are too early to assess. However, the Older American Amendments of 1972, and various State Legislative acts portend a greater emphasis on the problems of the aged in the very near future.

The problem areas normally associated with older Americans include housing, retirement, employment, nutrition, transportation, income, spiritual well being and education.[5] It is the latter problem and the interface with the other problems, with which this study mainly will concern itself. There were twenty-eight distinct recommendations in the Education Section Report. Some recommendations pertain only to National and Stage agencies; however, the majority of the recommendations were practical and worthy of consideration by community colleges. The educational recommendations which are particularly pertinent are quoted below:

> Expansion of Adult Educational Programs - The expansion of adult educational programs having a demonstrated record of success should receive higher priority with due consideration being given to experimental and innovative programs.
>
> Educational Opportunities for all Older Persons - Educational opportunities must be afforded all persons, with special efforts made to reach those who because of low income, poor health, social circumstances, or ethnic status are less likely to respond voluntarily. Outreach programs should use all appropriate channels and delivery systems.

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[5] White House Conference on Aging, Op Cit, p. 26.

Eliminating Barriers to Educational Services - For older persons to participate in educational programs, agencies, organizations, and government must provide incentives. These incentives should be aimed at eliminating specific barriers to the availability and accessibility of educational services for older persons including transportation, free attendance, subsistence, auditing privileges, relaxed admission requirements, flexible hours, convenient locations, subsidies to sponsors, and removal of legal barriers.

Public Libraries - A Community Learning Resource - Public libraries serve to support the cultural, informational and recreational aspirations of all residents at many community levels. Since older adults are increasingly advocating and participating in lifetime education, we recommend that the public library, because of its nearby neighborhood character, be strengthened and used as a primary community resource. Adequate and specific funding for this purpose must be forthcoming from all levels of government and, most important, from private philanthropy.

Use of Leisure - Emphasis should be given at every level of education to implement and expand the expressed educational objective of "worthy use of leisure." Education must be directed toward an acceptance of the dignity and worth of non-work pursuits as well as development of leisure skills and appreciations.

Scope of Educational Opportunities - Educational opportunities must include basic, continuing, vocational education and training about needs for better use of services, cultural enrichment, and more successful adjustment to aging.

Need as a Basis for Funding - Available facilities, manpower and funds must be used for educational programs designed and offered on the basis of the assessed needs and interests of older persons. The initiative may be taken by many sources, but the design and curriculum must include active participation by older persons.

Toward a National Understanding of Aging - A national awareness campaign must be initiated through mass media and through educational systems to promote better understanding by society of the nature of the aging process, the needs and interests of older people, and the positive contributions and potentially untapped resources of older persons.

Pre-retirement Education - Pre-retirement education programs must be established to help those approaching retirement age to achieve greater satisfaction and fulfillment in later years.

> Pre-retirement education must be the primary responsibility of the public education sector in cooperation with relevant community organizations in the areas of industry, labor, all levels of government, voluntary service, and private associations.
>
> Inservice Education for Professionals - We urge that institutions of higher learning provide opportunities for special professional preparation of those who will work and are working with older persons (law, medicine, social work, home economics, recreation, education, etc.). More attention must also be given to workshops, institutes, and inservice education for those who now work with older adults."[6]

The recommendations can be compressed into four general categories: pre-retirement education, continuing educational opportunities, courses devoted to the training of persons interested in working with older people, and financial support for the programs.

As indicated earlier, Pensacola Junior College has been a leader in serving the community with the exception of the aging and aged, whose needs have not been fulfilled because their needs have not been expressed or known by the College. No detailed survey has ever been compiled. If special programs were to be offered to those 65 or over, it is certain that many more would be attending classes. In interviews with directors of local nursing homes, Council for Aging, community schools, there appear to be many opportunities for Pensacola Junior College to assume a leadership role in the development and implementation of special programs for the elderly. The contents and results of those interviews will be referenced as each program of action is discussed.

The question of when does one become old has been debated for centuries. For definition purposes, the difference between aging and aged is the process of getting old, which in these days youth considers to be the over thirty crowd.

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[6] Ibid, Vol. II, pp. 2-8.

What age constitutes qualification for consideration to be included in the aged group varies. There are those who consider 55 as aged, others 60, and still others 65.

The Chinese say that between 60 and 70 a person is "long for age;" at 70 he qualifies for old age. Pythagoras said old age started at 60, Hippocrates said 56 and 63 was more inclusive, the psychologist Flowers stated in the 19th Century there were two beginning periods, one at 69 and the other at 85, the Polish anatomist Bochanenck stated that there were three periods of old age: 60, 70, and 80-90. The American Public Health Association defines the period of 65-74 as the early period of old age and old as 75 or older.[7]

There are those who are 75 and very young with all their faculties razor edge sharp. Then there are those who are prematurely old, perhaps due to physical and mental impairments. As the mortality rate decreases, a male who reaches his 65th birthday, can expect to live an average of 12.9 more years, whereas a female can expect to live 15.9 years.[8] This means that many persons will be spending 15-20 years in retirement. The problem that confronts educational institutions is twofold: one is to prepare the aging for the day aged arrives, the other to devise programs for the aged so that they can lead productive and happy lives whether it be for financial

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7 Donald Cowgill, "The Demography of Aging," The Daily Needs and Interests of Older People, Adeline M. Hoffman, (Springfield, Illinois: Charles C. Thomas, 1970), pp. 29, 30.

8 Arnold Rose, "Future Development in Aging-Perspectives," The Daily Needs and Interests of Older People, Adeline M. Hoffman, (Springfield, Illinois: Charles C. Thomas, 1970), p. 453.

support or for effective leisure time utilization. In either situation, educators need not fear the capability of the older population to learn. Statistics show that learning capabilities slow down with old age but it does not stop. Research shows that intellectual power remains essentially the same throughout life. If the brain is kept alert and active, mental powers will not decline.[9] Therefore, according to Thorndyke, Owens, and Mirzaman, learning can take place if innovative, specially designed courses are offered and there is a student desire to do so.[10]

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9 Samuel E. Hand, "What it Means to Teach Older Adults," A Manual on Planning Educational Programs for Older Adults, Andrew Hendrickson, Ed., (Tallahassee: 1973), p. 116.

10 H. Lee Jacobs, "Education for Aging," The Daily Needs and Interests of Older People, Adeline M. Hoffman, (Springfield, Illinois: Charles C. Thomas, 1970), p. 453.

Chapter 2

Pre-Retirement Education

Many of the problems facing the aged might not have presented themselves had the individuals concerned themselves with the inevitable event of growing old. In the old days, little thought was given by the individual to pre-retirement planning since he worked until he made enough money to become financially independent or worked almost until he was physically spent or died on the job. During the 18th Century, men died at the average age of 35; in the mid-19th Century, it was 42 and now it is 70.[1]

Until recently preoccupation with making plans for a protracted retirement life did not exist. Federal legislation has altered retirement patterns. Now Social Security laws permit retirement as early as 62, while retirement from federal and state civil service positions can occur at age 55. Military enlisted personnel may retire as early as 37, with officers retiring while they are in the mid-forties. Though private industry retirement policies have not been as liberal or magnanimous, trends indicate earlier retirement plans will appear in the near future.

The increase in longevity of life coupled with early retirements, provides opportunities for second careers and better use of leisure time. Certainly, this longer life gap in time between retirement and death must be filled. A Louis Harris poll indicated that Americans who retire early, do not desire to be on the shelf but would rather lead a different life.[2]

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1 Herman J. Loether, The Problems of Aging, (Belmont, California: Dickinson Publishing Company, 1967), p. 106.

2 Ibid, pp. 72-74.

With this thought in mind and with the high cost of living, three-fourths of the younger retirees expect to work again, with one-third in full time employment.[3] However, at the same time, the realities of the employment situation must be considered, since the ratio of workers to non-workers in the aged population is dropping as adverse economic conditions create higher unemployment rates. Obsolescence of working skills, relocation of plants and earlier forced retirements will certainly increase the competition for second career jobs forcing more and more of the aged to leisure time activities.[4]

Very few people retire gracefully and happily. However, retirement shock can be mitigated by pre-retirement planning, which is important to the retirees whether they plan to work in a second career or whether they intend to take advantage of the newly acquired leisure time. To be effective, such planning should be started earlier in life and not a month prior to the day when the gold watch is presented and a pat on the back is given for a job well done for the previous years of service.

The pre-retirement education should serve to apprise the expected retirees that the United States has a youth oriented society, that our culture stresses youth and vigor, upward mobility or out-concepts, and that there will be physical, emotional and psychological adjustments to be made by each individual. The mobility and dispersion of family members, creating

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3 Minna Field, The Aged, the Family, and the Community, (New York: Columbia University Press, 1972), pp. 44-46.

4 Robert W. Kleemeier, Aging and Leisure, (New York: Oxford University Press, 1961), p. 47.

feelings of loneliness, inadequacy, and loss of worth further complicate the adjustment.[5] It is important that the aging begin to understand the psychology of aging and what to expect as they grow older. Six hundred fifty retirees, who had gone to company sponsored pre-retirement education programs, made significantly better adjustments than those who did not attend the course.[6] Thompson, Street and Kosa study indicated that those who retired voluntarily but with unfavorable retirement attitudes, were more satisfied in retirement than those who were forced to retire, but had favorable attitudes.[7]

Those who are seeking a second career need to plan several years in advance of a retirement date so that they will be prepared to offer a prospective employer a unique set of highly competitive qualifications. If the prospective retirees were to be satisfied with their past experience as their passport to future employment they will become disillusioned early. Instead, they need to draw down the shade on the window of the past, as painful as it might be, and look ahead only at the porthole of the new future.

Retirees, who are without a job or do not intend to work, need to avoid an early confrontation with reality by keeping occupied. Those who sit around thinking of the past, for want of anything better to do, will only invite unhappiness. Certainly, they need not fall into the trap that

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5 Gladys Engel Lang, Old Age in America, (New York: H. W. Wilson and Company, 1961), p. 47.

6 White House Conference on Aging, Vol. I, op. cit., p. 12.

7 Minna Field, op. cit., p. 72.

George Bernard Shaw aptly described as "perpetual leisure without being hooked up to the main procession of life is a good working condition of hell."[8]

The proper use of leisure time will be a factor to be reckoned with by the working and non-working retirees. Those who are working will have more leisure time as vacation periods increase and shorter work weeks become more prevalent. Leisure time, which the retiree sought so avidly, certainly can become a bore once it becomes a full time asset unless it is used to derive personal satisfaction through creative activities.[9] Self-directing, receptive and social activity programs involving reading, sports, hobbies, music appreciation, friendship groups and life-long educational experiences will need to be addressed in the development of leisure time programs.[10]

Recommendation

Pensacola Junior College should develop and offer pre-retirement education courses to prepare citizens for the future shock of becoming older. Such courses should include at least the psychology of aging, physiological changes that can be expected as one becomes older, future family relationships and structures, estate planning, federal laws that affect the elderly, employment opportunities for second careers and as part time employment,

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8 H. Lee Jacobs, "Education for Aging," Adeline M. Hoffman, op. cit., p. 389.

9 Forest E. Gilmore, How to Plan your Retirement, (Houston: Gulf Publishing Company, 1961), p. 65.

10 Robert J. Havighurst, "Leisure of Aging," Charles C. Thomas, op. cit., pp. 166-169.

opportunities for older citizens to participate in voluntary charitable and civic projects, as well as use of leisure time activities. Shorter specialty programs in each subject area would also be appropriate. Such a program could easily be offered as part of the 7 O'clock Series on campus as well as at the community schools in the district. Mr. B. Hathorn[11] and Dr. N. Applegate, directors of the community schools of Escambia County and Gulf Breeze respectively, agreed that such a program is needed and would be an asset to the community. Their respective facilities should be considered for off-campus pre-retirement education programs sponsored by the Junior College.

The Junior College Career Development Center, which has done so much in such a short period of time in counselling mainly pre-college and college students in careers, has the additional capability to develop pre-retirement counselling programs. Discussions with Mr. Wiley Clement, the Director of the Career Development Center, indicated concurrence for the need of such a program and a desire to provide a service for older adults.[12]

An outreach program, fully publicized, would do much to prepare the future retiree to lead a more useful life. WSRE-TV could be employed as a public information vehicle to apprise listeners on services that are

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[11] Statement made by Mr. Boyce Hathorn, Director of Community Schools, Escambia County, in a telephone interview, Pensacola, Florida, July 16, 1974.

[12] Statement made by Mr. Wiley Clement, Director of Career Development Center, Pensacola Junior College, Pensacola, Florida, in a personal interview, July 16, 1974.

available to the aged, as well as a developer of special programs on topics dealing with the aged. Mr. Eric Smith, Director of the Station, stated that he realized the needs of the aged, which are becoming more pronounced, should be planned in future programming.[13]

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13 Statement made by Mr. Eric Smith, Director of WSRE-TV, in a personal interview, Pensacola, Florida, July 15, 1974.

Chapter 3

Educational Requirements

It is a well known fact that Northwest Florida is becoming a favorite spot for retirement. The change of seasons, the blue water and moderate living costs are attracting retirees to this area to add to the military retirees who have been flocking here for years to take advantage of the good weather for all-year golfing, boating and fishing opportunities. According to the Chamber of Commerce, 90-100 local workers who have just retired, have been applying for social security benefits each month, attesting to the increasing popularity of this area for retirement purposes. That figure would be even greater if newly arrived out of town retirees were to be included.

According to the 1970 census, as reported by the Pensacola Area Chamber of Commerce, the retired population was distributed as follows in Escambia and Santa Rosa Counties:

Escambia (Population 205,334)

Male	Female	Total
60-64 - 3103	3656	6759
65-74 - 3628	5028	8656
75 over 1768	2769	4537
8499	11,453	19,952

Pensacola (Population 59,507)

Male	Female	Total
60-64 - 1101	1501	2602
65-74 - 1377	2262	3639
75 over 761	1340	2101
3239	5103	8342

Santa Rosa (Population 37,741)

Male		Female	Total
60-64 -	497	569	1066
65-74 -	681	800	1481
75 over	335	457	892
	1513	1826	3339

Therefore, the college district in 1970 had a total of 31,633 over sixty years of age out of a total population of 302,582,[1] with almost fifteen thousand over the age of sixty-five years. The recent explosion of growth experienced by Northwest Florida since the 1970 census, will certainly add its proportional share of the aged. However, no statistics are available.

The educational needs of these older people run the gamut from adult basic education to recreational, cultural enrichment, and social type programs. Dr. McClushkey stated that "to be self-reliant, elderly need more than craft classes and music appreciation classes to increase enjoyment in life. Many must learn to read and write. Other functions slow down, ability to learn remains constant."[2] There is primarily a growing body of knowledge that indicates that ability to learn many new kinds of things increases with age, but "there is the same ability within older age groups as with any other group."[3]

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1 U. S. Department of Commerce Bureau of Census, 1970 Census of Population, (Washington, D. C.: Government Printing Office, 1973).

2 Educational Report, "The Aged: Education for the Elderly," School and Society, Vol. 100, No. 2341, (New York: Society for Advancement of Education Inc., April 1972), pp. 212, 213.

3 Thomas A Rich, "Aging - An Overview," Andrew Henrickson, A Manual on Planning Educational Programs for Older Adults, (Tallahassee: Department of Adult Education, Florida State University, 1973), p. 7.

Adult Basic Education

Great strides have been made over the past few years, with federal financial assistance, to raise the median grade level of older people. Over the last twenty years the grade level has risen from 8.4 to 11.7. This is the good news. The bad news is that the illiterate population among those 65 and over is extremely high, with a ratio of one out of five. Yet of all the 479,912 students enrolled in 1971 in the United States in basic education courses, only 13,210 or 2.7% were enrolled who were over 65 years of age.

Recommendation

Pensacola Junior College has conducted an excellent program of adult basic education courses throughout the County utilizing leased facilities in local schools, churches, and industrial plants. Many who never would have had the opportunity to avail themselves of improving their educational level, have been served. However, the great majority are the younger adults who are mobile, and have opportunities to learn about course availability. A new group of older people can now be served, who through lack of foresight, lack of funds, or inability to travel to central sites, have not been able to take advantage of the offerings. The 1970 census statistics would serve as a useful tool to survey and to determine the spread of the older population throughout the College district. With this information, the community college in concert with the community schools, could develop a comprehensive program for the aged. Free transportation, convenient locations, and flexible hours would entice many more to enroll in the programs. The community school directors again voiced agreement to cooperate in such ventures.

Utilization of the senior citizens centers, where the Meals on Wheels program is dispensed, provides another outlet. A captive audience exists for educational program participation prior to or after the congregate feeding hour. Mr. John Clark, Director of the Escambia County Council for Aging stated that there are several hours available each day to provide for the educational needs of the aged.[4] Dr. Ralph Blizzard, Department Head of Adult Basic Education, who is also excited about these new possibilities, agreed to investigate further methods of outreaching into the community to enroll these who have not taken advantage of the Adult Basic Education program.[5]

Outreach programs limited to dispersing literature are not sufficient. Television, commercial and educational, newspaper ads and stories, need to reach the senior citizens in nursing homes, senior citizens centers inviting them to participate. Particular attention should be paid to minority senior citizens who usually do not respond voluntarily and in most cases, usually are uninformed about educational opportunities and assistance available to them.

Vocational Education

Many of the aged need a part time or full time job for economic reasons since the social security and pension plan incomes are barely sufficient for survival; others need it just to keep busy. Evidence suggests

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4 Statement made by Mr. John Clark, Director, Escambia County Council for the Aging, in a personal interview, Pensacola, Florida, July 10, 1974.

5 Statement made by Dr. Ralph Blizzard, Adult Basic Education Department Head, Pensacola Junior College, in a personal interview, Pensacola, Florida, July 9, 1974.

that maintaining health, mental abilities and satisfying social role are the most important factors to longevity.

If more aged would work, no matter what their reason might be, this country would be better off as these reliable, mature, dependable people can be trained or upgraded in their skills to work in the field of services, on which we are all so wholly dependent but so dissatisfied because of the lack of them, or the slipshod worker performance. Others could be trained in the field of gerontology to assist older people less fortunate than they.

Recommendation

According to information provided by the Computer Center, only sixty-one persons 60 years of age or older took advantage of occupational type programs during the past spring term. Unfortunately, no information was available on the breakdown of courses taken.

Pensacola Junior College has developed over the years one of the finest comprehensive career programs in the State of Florida. Many of these programs have student backlogs which would preclude anyone from being able to enroll for at least one year.

Several alternatives are available to the college to increase enrollments. One is to construct new facilities, the other to utilize existing facilities more effectively. Construction of new instructional facilities would be limited due to the high cost of constructing laboratories and single purpose classrooms.

Better space utilization of the Escambia County, Santa Rosa County, and Pensacola Junior College owned facilities would permit more enrollments. At Pensacola Junior College, courses are conducted between 8:00 and 2:30 and 6:00 and 10:00 at night. The open time between classes would be ideal

for the elderly since a few hours a day of learning would provide a more leisurely pace for them to absorb new learning experiences. The learning stations dispersed throughout the counties could be used at night and during the summer, sponsored by Pensacola Junior College through the community school program, thereby making available facilities close to the students' home.

Continuing Education

Oliver Wendell Holmes said that "to live is to function, to stop functioning is to stop living." Older people can function. Witness the fact that Paderewski played concerts until the age of 79, Toscanini was a maestro until 80, Churchill was at his prime in his later years, and Michaelangelo worked on the Sistine Chapel until he was in his late 80's. Though the exploits of those geniuses perhaps can not be matched today, the elderly can still produce and learn. Just recently 93 and 97 year oldsters were cited by Quinebaugh and Pima College upon completion of their college programs.[6]

At Pensacola Junior College only 41 aged persons were enrolled in general education programs during the spring semester. In the 60-64 year group, 19 whites were enrolled. Nine were male, 3 were full time students, 7 were day time students. Seven were freshmen, 5 were sophomores, and 7 were special students. The average cumulative hours attempted was 12, hours passed were 12, with average accumulated quality points at 31.3. The 65 and over group was comprised of 22 students; 18 white, 2 black, 1 brown, and 1 oriental, of whom 16 were male. Eight were full time students while 15 attended day classes. The average cumulative hours attempted was 13.0 with cumulative

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[6] Korim, op. cit., p. 5.

quality points of 37.1. It is interesting to note that 20 of the 22 in the 65 year or older group received financial assistance of some sort, whereas in the 60-64 age group, 17 out of 19 received financial aid. This would indicate that lack of financial aid is a deterrent to attending school also for the aged. It is evident from the academic successes indicated above, that these elderly people showed intellectual capability, perseverance and diligence to continue to participate in life-long educational pursuits.

The number of older students attending the 7 O'clock Series this past spring semester was meager, according to information taken from enrollment cards supplied by the Evening College. Only 23 were enrolled, 8 males and 15 females. In the 60-65 age group, there were 4 male and 8 female, while in the 65 and over group, there were 7 females and 4 males, with the oldest in the group a female 70 years of age.

The probable reason for the low attendance rate by the elderly is that the non-credit fun, recreational courses attract people with funds to pay for courses and with the mobility to travel to the campus.

During the writer's visits to several nursing homes, the writer was exhilarated by residents' acuity and desire to keep alive. The Directors of the Haven of our Lady of Peace,[7] Bay Crest,[8] and Escambia Nursing Home[9]

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[7] Statement made by Sister Mary Rose, Director, Haven of our Lady of Peace Nursing Home, Pensacola, Florida, July 5, 1974.

[8] Statement made by Mr. Tony Gonzalez, Director, Bay Crest Nursing Home in a personal interview, Pensacola, Florida, July 3, 1974.

[9] Statement made by Mr. Larry Johnson, Director, Escambia Nursing Home, in a personal interview, Pensacola, Florida, July 17, 1974.

indicated in interviews and letters (Appendix A) a need for continuing education based on the type of activities listed in Appendix B. Mr. John Casey, consultant on the problems of the aged, in a telephone interview conducted at the suggestion of Mr. Pat Groner, Executive Director of Baptist Hospital, stated that Baptist Hospital is definitely in need of diversionary and recreational programs, especially if Baptist were to complete plans to build or purchase a nursing home. He also divulged that there was a need for 600-700 geriatric apartments in this area similar to those his company operates in Jacksonville for the Cathedral Foundation.[10] If such units were to be built in clusters, educational requirements would certainly increase.

Recommendation

Many of the continuing educational requirements of the aged can be accommodated easily within the framework of the 7 O'clock Series program concept. Whereas existing programs are offered on campus and interest only special groups, there seem to be sufficient requirements in the recreational, cultural enrichment and geriatric informational subject areas that would permit expanding the on-campus program. At the same time, consideration should be given to offer similar courses at the nursing homes, Senior Citizens Centers, community schools, the directors of which have already pledged cooperation and desire to commence education for the aged programs.

Square dancing, song fests, physical fitness programs, gardening, woodcraft, painting and macrame could easily be added to existing programs.

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10 Statement made by Mr. John Casey, Consultant to Baptist Hospital in a telephone interview, Jacksonville, Florida, July 15, 1974.

In the field of cultural enrichment there are many musical and artistic program possibilities. Catonsville Junior College, for example, organized a highly successful Autumn Players Theatrical Group whose sole membership entrance requirement was "age over 60." This group wrote scripts, built stage sets, acted and directed their own plays with great success.[11]

Other subjects of special interest to the aged could be made part of a geriatric series. Subjects which have proven to be of interest to many of the senior citizens include: Defensive Driving, Home Nursing for the Older People, How to Stay Young, Leisure Time for Retirees, Volunteer Opportunities, Implications of Inflation, Basis of Lip Reading, Educational Opportunities for Senior Citizens.[12] Jacobs recommended courses in societal aspects of aging and selected problems in aging.[13] Only narrow visions and unwillingness to work with older people could limit the number and types of on-campus and off-campus courses offered.[14]

Mr. Homer Davis, Director of the Pensacola Junior College Community Service Program, believes that possibilities exist for expansion.[15] The

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11 Ann Maust, "The New Frontier," Community and Junior College Journal, Vol. 44, No. 1., (Washington, D. C.: August/September 1973), p. 48.

12 Maust, op. cit., p. 48.

13 H. Lee Jacobs, "Education for Aging," Adeline M. Hoffman, op. cit., pp. 387-8, 391.

14 Charles C. Wheelock, "We're Paging the Aging," Community Education Journal Vol. III, No. 6, (Midland, Michigan: Pandell Co., November 1963), p. 38.

15 Statement made by Mr. Homer Davis, Pensacola Junior College Director of Community Services, in a personal interview, Pensacola, Florida, July 17, 1974.

funding of such programs and the absence of a person to manage such a widely scattered and diversified program are problems that need solving. Solutions to the funding problem and the appointment of a full time director will be discussed later in the paper.

Chapter 4

Manpower Training in Care of the Aged

The White House Conference of 1971 recognized the fact that there was little or no training or education in the care of the aged. Personnel who work in hospitals, nursing homes and senior citizen centers may be well intentioned but often are ill prepared to understand the daily needs and problems of the aged vis-a-vis themselves or their families. The need for the professional training exists at various occupational levels ranging from young students to the aged.[1] Various federal and state entities have recognized the existence of such problems.

The Older American Comprehensive Services Amendments of 1973 funded in-service programs at all management levels and encouraged development of seminars, workshops and college programs designed to prepare paraprofessionals for careers in taking care of the aged.[2]

The 1974 Florida Legislature, failed to follow through on the Act relating to the "education for and about the aged and aging process" in the 1974 session; nevertheless, it recognized in the bill the need to train people to take care of Florida's high elderly population. The bill included provisions for the establishment of pre-service, in-service and college structured courses.[3] Had this bill passed, community colleges would have been the logical organizations to carry out the mandates of the law since they are already

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1 White House Conference on Aging, Vol. I, op. cit., p. 1.

2 Older Americans Comprehensive Services, Amendments of 1973, Title IV, pp. 30-31.

3 Florida House of Representatives Bill, HB 2397, op. cit., p. 4.

involved in Allied Health programs. Forty-two community colleges have reported to the AACJC that they have developed programs to prepare workers to work with the elderly.[4] Miami-Dade North Campus has developed, in concert with the Red Cross, a companion aide to the sick program in which elderly 55 years or older are eligible to take a forty-five hour course in the care of the helpless elderly.[5]

Recommendation

Pensacola Junior College should discuss further the needs of local hospitals and nursing homes in the field of management and paraprofessional care for the aged using local or federal funds to support the program. The statement of requirements from the nursing homes (Appendix A) is indicative of their desire to improve the care of the elderly, who deserve proper care and attention by qualified people.

Other course of action can also be taken. Existing courses in the LPN and RN courses should place greater emphasis on dealing with older people since many of the graduates of the nursing programs secure employment in the nursing homes. Special seminars on the various aspects of dealing with the aged could be offered at night or during summer sessions in the form of workshops or seminars. Many retired people would make excellent students in this program. The third type of program would be the development of in-service programs at nursing homes using the facilities and hours set aside for

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4 Korim, op. cit., p. 1.

5 Miami-Dade North Campus Brochure, Companion Aide to Elderly Sick - Project Review, (Miami, Florida 1973).

in-service training. Lastly, a two year associate degree and certificated programs in geriatric care should be established with nursing gerontology, reality orientation, human service and recreational leadership information included in the curriculum.[6]

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[6] Andrew Korim, "AACJC's Approach to the Aging," Community and Junior College Journal, Vol. 44, No. 1, (Washington, D. C.: August 1973), p. 14.

Chapter 5

Human Services

It is in the field of human services that community colleges truly must come forth and take a leadership role in the community where resources allocated to the aged are insufficient, fragmented and uncoordinated. A decision to become involved in endeavors not fully educational in nature, requires a great deal of painstaking thought and a change in the orientation of the college resources.

Korim's AACJC survey indicated that there is a significant commitment already by community colleges.[1] The types of services that are being provided include outreach activities, activities to alleviate health, nutrition, and transportation deficiencies, social activities designed to provide senior citizens a more vital existence, referral services to inform the elderly of available services in town, planning and coordinating programs to center attention on the special needs of the aged and facilities services to provide mobility to senior citizens.[2]

Nutrition and transportation are major concerns of the aged. Traditionally, these services have not been assigned to the recognizable realm of community college responsibilities. Yet, community colleges are stepping in to assist, using student volunteers to drive vehicles to take the elderly to the doctor, shopping centers, congregate feeding centers or to the campus to attend campus functions.[3]

Colleges are operating the Action Retired Senior Volunteer Program (RSVP) in which senior citizens volunteer to work with organizations that

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[1] Korim, op. cit., Appendices I-V.

[2] Maust, op. cit., p. 16.

[3] Ibid, p. 16.

need volunteers.[4] Such a program would offer opportunities for the college to screen older citizens who would desire to be hired on a part time basis for appropriate functions either working with the elderly or in special situations such as librarians, counsellors.

In the field of information services many colleges are publishing pamphlets, providing speakers bureaus, and courses all designed to inform senior citizens of services of which they may avail themselves.[5]

Recommendations

Pensacola Junior College should become more involved in the establishment of and assisting in the support of community services. In some instances, it may well have to serve as a catalyst in the development and implementation of aged programs. A great deal of soul searching will need to go on before the college decides to step out of its normal educational boundaries and accept additional responsibilities. However, there is no doubt that Pensacola Junior College has the capability to accept an additional role in the community if it so desires. The move will not be without precedent in Florida since Florida Junior College and Seminole Junior College have already stepped into the breach with Seminole Junior College having appointed a full time Director of Aging.

Pensacola Junior College's commitment to the additional role will be limited unless it were to hire a full time director to coordinate the activities of the aged which would be conducted by the various schools and departments on campus. Administratively, such a person should be affiliated

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[4] Maust, op. cit., p. 48.

[5] Korim, op. cit., Appendix IV.

with the college's office that is involved deepest in community services. The salary of the director initially should be obtained from Staff Program and Development sources. A competent and energetic director should certainly be able within three years to generate enough income from programs to pay for his salary.

The director of such a program would not be able to count heavily on the present faculty and staff since most programs for the aged would need to be conducted during the day. A great source of assistance, waiting to be tapped, is the student body. Pensacola Junior College policy for more community involvement, communicated through Student Government, would assure greater participation by student organizations which are constantly searching for a cause on which to expend their energies and free time. Mr. John Merchant, President of Student Government, enthusiastically agreed in an interview, that the Interact Group, composed of over twenty fraternal and social organizations, would profit from experience with the aged while providing a valuable community service. He intends to propose a program in the fall term when the students return to classes.[6] The work that these groups could perform under the Pensacola Junior College banner and guidance would be most valuable, appreciated, and satisfying.

A most pressing project a student group could undertake would be to survey the community to define the various needs of the aged. The writer's attempts to obtain data on the needs of the elderly required contacting the United Way, Red Cross, Nursing Homes, Hospitals, Chamber of Commerce, Voter

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[6] Statement made by Mr. John Merchant, President, Pensacola Junior College Student Government, in a personal interview, Pensacola, Florida, July 15, 1974.

Registration Office, and Council on Aging. Information was either unavailable, incomplete, inconclusive or too general. Such a study would be of a real value to the community since one set of statistics would be provided that all social agencies could depend on in developing program needs and justifications. Mr. Rick Sprague of the West Florida Regional Planning Council, stated that there was no data available and that a survey needs to be done.[7]

As a starter, students could become involved in the following type of activities:

Preparing directories or catalogs of:

- Senior citizens in the area
- Churches with recreational programs for the elderly
- Consumer protection laws
- Aged who desire live-in companions
- Educational courses and programs
- Volunteer work opportunities
- Calendar of senior citizen activities
- Employment opportunities for aged
- Young adult volunteer meals on wheels drivers
- List of senior citizens interested in participating in foster grandparents program, meals on wheels, and retired senior volunteer programs

Volunteer activities:

- Telephone call program with aged
- Transportation service
- Meal delivery, escort services to college functions, scenic tours[8]
- Home maintenance services

These are but just a few of the activities in which students could become involved. The results would be satisfaction for themselves in utilizing

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[7] Statement made by Mr. Rick Sprague, West Florida Regional Planning Council, in a telephone interview, Pensacola, Florida, July 2, 1974.

[8] Athens Community Council on Aging, Pamphlet.

their leisure time constructively to assist those in need, much needed interaction between young and old, and a recognition by the community of the value of the junior college as a community service force.

There are, however, some other services that Pensacola Junior College itself could provide in the form of mobile library services to the nursing homes and citizen centers, and reduced tuition or free tuition for courses and other college events. Broadcast on Educational Television more program information of interest to the aged such as the "Grandpeople" TV series which according to Mr. Eric Smith, Director of the TV station, was run in South Florida with a great deal of success.

Much more involvement other than through the faculty, staff, and student body is not advisable. Involvement in the organization and establishment of Senior Citizens Centers and employment bureaus is not advocated as such projects conflict with other social and governmental agencies responsibilities. This type of involvement in these functions would not serve the interests of the college or the community.

Chapter 6

Program Funding

It is realized that it is easy to recommend programs. No new programs can be absorbed without cost, or without a reallocation of priorities or resources. Nothing can be done free, though on the surface it may appear to be so.

Federal, state, and private funding sources are available if properly investigated. The federal government which has been the catalyst in publicizing the needs of the aged, has provided the major economic support through the Older Americans Act and the Higher Education Act.

Many institutions refuse to consider use of federal or state funds because of the restrictions placed on the use of funds, the possible withdrawal of funds on short notice, or because they desire to reduce federal spending. The first two reasons merit some consideration but the latter one should not, since money appropriated in the budget will be used one way or another by some organization. Application for federal and state funds should be pursued as indicated below whenever possible, if no other reason than to obtain seed money until the program pays for itself.

Bronx Community College and Miami-Dade Junior College have received funds taking advantage of Title III of the Older American Act, which provides funding for:

a. Health, continuing education, welfare information, recreational, homemaker, and counselor referral services.

b. Transportation services necessary to facilitate access to social services.

c. Services designed to encourage and assist older persons and services available to them.

Title IV of the 1972 Amendments to the Older Americans Act permits educational institutions to receive funds for workshops, institutes, and short term courses to train staffs and personnel engaged in retirement planning.[1] Kirkwood Community College in Iowa has been able to hire a director and several assistants over sixty years of age to administer its aged program under this title.[2]

Title I of the Higher Education Act provides funds through the State for community service activities, under which many of the programs described above could be funded. According to [illegible]y Johnson, Director of Escambia Nursing Home, the Nurse Training A[illegible] is being revised to include availability of grants to community colleges who establish programs for the aged. He obtained this information on a recent trip to Washington, D. C. If this were to be the case, community colleges will be able to provide even more services.

Other sources of funds to support new program which should be investigated are the private foundations, private community minded service clubs, the United Way, Red Cross, and Council for the Aging. Federal sharing funds from county and city sources should not be overlooked either.

Funds could also be allocated from the Staff and Program Development since older American educational assistance would be classified as a new program.

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1 HEW, Office of Human Development, Administration on Aging, letter dated April 23, 1974.

2 Richard A. Feller, "Community College Approach to Aging," Community and Junior College Journal, Vol. 44, No. 1, (Washington, D. C.: August/September 1973), p. 20.

Full time and continuing education funding might also accrue to the college from the classes that are conducted.

Contracting with hospitals and nursing homes for special programs would be another alternative. The directors of the nursing homes naturally would prefer to receive services free, but would certainly consider contracting if the educational program implementation at their nursing homes might be jeopardized.

Charging of tuition and fees to individuals would be the least desired since older people usually do not have sufficient funds to spend on education. It is reported that 70% of the budget of the aged is spent on medical care and home operation.[3] This writer would prefer to allow senior citizens over 65 to enroll in classes free or at a very nominal cost. This would require a waiver from the Board of Trustees, permitting aged students to enroll in classes on a space available basis. There are many precedents for such action. In the United States there are already several hundred community colleges that offer free or reduced tuition. On this list appear Central Florida, Daytona Beach, Edison Indian River, Lake City, and Seminole Colleges.[4]

Farleigh Dickinson University recently announced a plan permitting parents and grandparents of full time students to enroll in undergraduate courses for credit on a space available basis. This policy serviced their purpose in order to fight rising operating costs and a desire to have more families involved in education.

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[3] Leither, op. cit., pp. 104-106.

[4] Korim, op. cit., Appendix V.

At Ohio State University sixty senior citizens from 67-80 enrolled under the experimental Program Sixty-Five which permitted elderly to attend college free, on a space available basis. Most students signed up for one course, some enrolled in two or three.[5]

In New York City, eight community colleges enrolled approximately 1000 in centers and housing projects tuition free on a space available basis as non-matriculated students.[6]

It would appear then that through national, state, local, private, and public sectors, there should be sufficient funds sources to support most programs for the aged without having to charge the elderly.

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5 "Senior Citizen Students," College Management, Vol. 101, No. 2, (Greenwich, Connecticut: MacMillan Professional Magazines, Inc., March 1974), p. 9.

6 National Report, Intellect, Vol. 101, No. 2, (New York: Society for the Advancement of Education, March 1973), p. 348.

Chapter 7

Conclusion

Black Power has had its day, Woman Power is ever present, Older Power is on its way. Actually, it is already here, but few recognize the impact of this group on the total resources of our society as a recipient or provider of services. The June 21 issue of the American Council on Education Report stated that the population of 65 or older persons increased 7% between 1970 and 1973 to an estimated 21,329,000 people. Those in the 18 to 44 year group also increased about 8%. However, the population between 5 and 17 years of age declined reflecting lower birth rates which have been appearing in the last ten years.[1] The increasing longevity and lower birth rates will combine to make the older people a greater single force in the political, economic, and social structure of this nation.

Social Security benefit expenditures attest to the tremendous increase in survival rates. In 1961, 1.5 billion dollars were distributed to those 65 and older. In 1970, that expenditure increased to 11.6 billion and by 1980, the expected cost will be 24 billion.[2] This dollar figure, though it includes cost of living allowance and the pay of those who are 62, will reach astronomical proportions when the 65 and over population exceeds the 30,000,000 expected by the year 2000.[3]

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1 Higher Education and National Affairs, (Washington, D. C.: American Council on Education, June 21, 1974), p. 7.

2 Gilmore, op. cit., p. 160.

3 Maust, op. cit., p. 15

However, not all of these will be senile or unproductive. Only 4 to 6% of the aged are in nursing homes.[4] Since old age is a state of mind, there are many elderly who are young at heart, alert and spunky, with a desire to continue to exercise their brains for they know that activity retards the aging process and that the constant stimulation of the brain activates physiological and emotional processes which promote feelings of good health, emotional security and stability.[5]

The additional leisure time and the desire for some to continue to be productive in second careers or civic volunteers, require that many more programs be established to prepare the aging to retire and to take care of their continuing education needs. The illiterate, the second career or part time workers, the well-to-do and educated who desire to participate in cultural enrichment programs, as well as those who just desire to pass time away in fun and enjoyment of casual situations, will require continuing education programs in consonance with their interests, desires, and capabilities.

The educational institutions of the community, especially the community college and community schools are in an excellent position to provide the service and opportunities so that the maximum life potential of the greatest number of citizens is attained.

The Junior College in its role as a community college "should serve students of all ages.....and to contribute to and provide the cultural, intellectual and social life of the college district community and the development

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4 Maust, op. cit., p. 15.

5 Dr. Doris G. Jonas and Dr. D. J. Jonas, Youth Till We Die, (New York: Coward McCann and Geoghegen, 1972), pp. 263-266.

of skills for the profitable use of leisure time." The April 1974 Community and Junior College Journal reported that when Dr. Gleazer spoke before the 1974 AACJC convention, he stated that "educational institutions should get closer to the people.....provide educational services for all ages and at practically all times, reach out to those who have not been served." He further added that ".....the future of our institutions is in their being community and performance based.....the number of people who want training opportunities far from drying up, is away beyond any projections made to date but there must be a different articulation of program need."[6]

Max Raines and Gunder Myran in an article on "Community College Goals for 1980," expertly expressed the challenge to colleges, "The Community College is being challenged to move from its preoccupation with college age students to a concern for life-long learning. This concern will be expressed through serving the unique educational needs of members of constituencies who were previously given marginal attention. Community involvement as an instrument for institutional and professional revenue is an idea whose time has come for the community college."[7] Colleges can remove many of the barriers of continuing education for the aged by providing flexible hours, relaxing admission standards, free attendance, convenient locations and auditing privileges. In addition, the college should encourage the faculty and student body to volunteer their services to assist the aged in other endeavors.

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6 Community Centeredness is Reaffirmed, Community and Junior College Journal, Vol. 44, No. 7, (Washington, D. C., April 1974), p. 42.

7 Max R. Raines and Gunder A. Myran, "Community Services: Goals for 1980," Community and Junior College Journal, Vol. 42, No. 7, (Washington, D. C.: April 1972), p. 13.

If the colleges were to accept the challenge, the experience, and maturity of the aged will continue to be an asset to our society. If the colleges do not accept the challenge, the aged will become more of a social welfare financial burden on our communities. The choice is whether the aged should be relegated to a non-productive rocking chair status and attendant problems associated with that state of being, or people with a sense of dignity and worth who require the minimum expenditure of our resources and attention. Really, there is no choice!

App A

HAVEN OF OUR LADY OF PEACE
5203 N. 9TH AVENUE
PENSACOLA, FLORIDA 32504

July 10, 1974

Mr. G. B. Tamburello
Director of Administrative Services
Pensacola Junior College
1000 College Boulevard
Pensacola, Florida 32504

Dear Mr. Tamburello:

Thank you for your visit of July 5th. I have since been speaking with our residents and they are most enthusiastic about the possibility of having lectures, courses, etc. offered for their continuing education.

Also, the possibility of the college sponsoring in-service education to our staff has met with alacrity among the staff. We all feel that this would certainly benefit our senior citizens as we continue in our daily efforts to provide quality care.

This is indeed an unexpected opportunity for our residents and anyway the Sisters and the staff of the Haven can assist the Junior College in providing this challenge for them will be our pleasure.

God bless you in this effort.

Sincerely yours,
Sister Mary Rose R.N.
Sister Mary Rose,
Director, Nursing Service

SMR/mt

Bay Crest, inc.

LARRY B. JOHNSON, N.H.A., B.A.
PRESIDENT
WALTER F. GILLESPIE, M.D.
VICE-PRESIDENT
PETER A. PORTO
SECRETARY-TREASURER

4343 LANGLEY AVENUE PHONE (904) 477-4550 PENSACOLA, FLORIDA 32504

July 9, 1974

Mr. G. B. Tamburello
Director of Administrative Services
Pensacola Junior College
Pensacola, Florida

Dear Mr. Tamburello,

The staff at Bay Crest Nursing Care Center is extremely interested in working with the Pensacola Junior College staff and students in providing an improved program for our geriatric residents. We have many needs that the college could provide for our staff: geriatric aide training, Reality Orientation training, and range of motion exercise classes, to name but a few.

Our residents could also benefit from the expertise the college could provide through educational and recreational programs, and improved arts and crafts programs.

We think this is a very exciting concept and would very much like to cooperate in such a venture that we feel can only benefit our resident population.

Sincerely,

Marilyn Lawrence

Marilyn Lawrence,
Activities Coordinator, O. T. R.

ML:es

Escambia County Council on Aging

101 East Government Street • Pensacola, Florida 32501

Telephone 434-0621

July 16, 1974

Mr. G. B. Tamburello
Director of Administrative Services
Pensacola Junior College
Pensacola, Florida 32505

Dear Mr. Tamburello:

I appreciate very much your recent visit to discuss ways Pensacola Junior College could be of assistance to the elderly in our community. I was also impressed with your suggestions on how PJC could be of assistance to Senior Citizens. The areas you mentioned; pre retirement, continuing education, training, etc., are excellent. I would like to further suggest the following:

1. Open the courses available at PJC to Senior Citizens after the regular students are enrolled (and if there are vacant seats).

2. PJC professors might wish to volunteer their time to be a guest lecturer or might wish to hold a series of informal classes at our Senior Citizens Centers.

3. PJC students might consider projects at our Senior Centers, and be allowed credit for these projects.

These are just a few ways PJC could be of assistance to the elderly in our community. They are by no means grandiose suggestions, but some small way PJC could possibly help.

In closing, let me state I appreciate your interest in the elderly and the Council on Aging. Please feel free to contact me if you think I can be of assistance to you in your endeavors.

Sincerely,

John B. Clark, Executive Director
Escambia County Council on Aging

JBC/vcd

Escambia County Nursing Home

3107 North "H" Street

PENSACOLA, FLORIDA 32501

Phone 432-2458

LARRY B. JOHNSON
ADMINISTRATOR

July 17, 1974

Mr. G. B. Tamburello
Director, Administrative Services
Pensacola Junior College
1000 College Boulevard
Pensacola, Florida 32504

Dear Mr. Tamburello:

In accordance with the conversation we had at noon today, Escambia County Nursing Home is very interested in developing a program to meet the needs of the nursing home.

This program would include Continuing Education needs and In-Service training for our staff relative to Geriatric care; as well as Management and Motivational training for our Housekeeping Department.

Sincerely,

Larry B. Johnson
Administrator

LBJ:sh

GRADY ALBRITTON
Chairman
County Commissioner
District 1

SHERMAN BARNES
County Commissioner
District 2

ZEARL LANCASTER
County Commissioner
District 3

JACK KENNEY
County Commissioner
District 4

SAM ARMOUR
County Commissioner
District 5

NOVA UNIVERSITY COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314 • 305/587-6660

NATIONAL ED.D. PROGRAM FOR COMMUNITY COLLEGE ADMINISTRATORS AND TEACHERS

GEORGE M. BARTON
DIRECTOR OF INSTRUCTION

June 13, 1974

Mr. Gaspare B. Tamburello
5930 Admiral Doyle Rd.
Pensacola, FL 32506

Dear Mr. Tamburello:

Your practicum proposal for the core module, Societal Factors has been approved. Please mail your completed practicum to your cluster coordinator to be mailed to this office.

The date for submission of your practicum report is one (1) month following the third seminar meeting in this core module.

Sincerely,

George M. Barton/pc

George M. Barton
Director of Instruction

GMB:jm

cc: Dr. Herbert Vandort

APPENDIX B

3. CHECKLIST OF SUGGESTED EDUCATIONAL AND RECREATIONAL ACTIVITIES FOR OLDER ADULTS

ART

Collages
Drawing
Painting
Water Color
✗ Sculpture

What Else?

_____
_____
_____

ARTS, CRAFTS, HOBBIES

Coin Collecting
Stamp Collecting
Contract Bridge
Fix-it-Shop
Leather Working
Silver Working
Needleworking
Wood Working
✓ Christmas Workshop
✓ Ceramics
Micrame
Photography

What Else?
Rock Polishing
_____
_____

HOME ARTS

Canning Techniques
Cooking for One or Two
Refurnishing the Home
Flower Arranging
Wardrobe Planning
Fashion and Fabric Shows

What Else?

_____
_____
_____
_____

CULTURAL ENRICHMENT

✓ World Affairs
✗ Great Religions of the World
✗ Spirit of Greek Literature
Shakespeare's Plays
Creative Drama
Effective Speech
Lecture Series
Creative Writing
Foreign Languages
Which one? _____
✗ Introduction to Philosophy
Advanced Philosophy
✗ Introduction to Psychology
Advanced Psychology
✓ Local History
✓ Travelogues
Trips to Historical Places

What Else?

_____
_____
_____

FINANCIAL SECURITY

✗ Financial Planning (Retirement)
✗ Money Management
✗ Avoiding Quacks and Frauds

What Else?

_____
_____
_____

GARDENING

Vegetable Growing
✓ Mini-Gardening
Rose Culture
Lawn Care
Use of Pesticides, Fertilizers

What Else?

_____
_____

✓ - general interest
✗ - interest of one individual

MUSIC

Choral Singing
Music Theory
Music Appreciation
Concert Series
Learning to Play Musical Instruments
Which one? _____

What Else?
Group Singing
_____
_____

SEWING

Crocheting
Embroidery
Crewel Work
Knitting
Tatting
Needlepoint
✓Rug Hooking

What Else?
_____
_____
_____

PRACTICAL PROBLEMS

Training in Group Leadership
Law for the Layman
Small Business Operation
Employment Consultation Service
Job Interview Techniques
Car Repair
House Maintenance
Consumer Problems
Lip Reading
Defensive Driving
Safety in the Home

What Else?
_____
_____

HEALTH & MEDICAL PROGRAMS

✓Medicare and Medicaid
Welfare Programs
✓Your Heart and You
Visiting Nurse Services
Private Sources of Health Care
✓Social Security Information

What Else?
_____
_____
_____

PHYSICAL CONDITIONING & SPORTS

Physical Fitness
Weight Watchers Class
Table Tennis
Swimming
Shuffle Board
Croquet
Golf
Fishing
Bowling
Square Dancing
Modern Dancing
Archery

What Else?
_____
_____
_____

TRAINING FOR COMMUNITY SERVICE

Teacher Aide
Library Aide
Hospital Gray Lady
Crossing Guard for Schools
Foster Grandparents
Retired Senior Volunteer Program

What Else?
_____
_____
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(Adapted from a similar checklist developed at the Spring, 1972, Institute)

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